

## **CHAPTER I**

### **INTRODUCTION**

In this first chapter of this thesis have contents such as: background of study, statement of problem, purpose of study, significance of research, scope and limitation, and definition of key terms.

#### **1.1 Research Background**

Nowadays, the fact is the English language has become an international language. Hence, people can master English for various reasons, starting from business, educational pursuit, cultural, and technological interaction. To choose English as the language to be studied, it is supported by Crystal (1997). Who says that English is by far the most widely accepted international language and dominates in many important sectors involving, national or international commerce, education, and communication. Therefore, many people learn to master English so that they can compete with others in work, education, and so on.

It follows that, in setting up for rivalry in every sector to be successful learners. It can be said that what is now needed is the mastery of strong English skills. Then, mastering the English language is done throughout several stages. There are; listening, speaking, reading, and writing. Based on that, from the four language skills, the learners must realize that that listening is the first step from those stages in a case to fluent in English. That is supported by Gilakjani & Sabouri (2016), who says that in studying a foreign language, listening skills are the most imperative key because to master a foreign language is about accepting input. First

of all, learners have to hear sound, voice, and words before the learners know and embark to speak, reading, and writing.

In order to achieve success in learning skills, many factors influence to reach the goals of learning the listening skill itself. One of them is using learning styles that are appropriate for each student. Based on (Pashler, McDaniel, Rohrer, Bjork, 2008), the term learning style is a reference to the different points of view to comprehend information from each different individual in diverse steps. Therefore, learners have various personalities so that each learner will choose a different learning style to process information in accomplish goals in mastering the listening skill according to the conditions and situations in the learning process.

Then there are some previous studies discussing styles of learning from Wulandari, et al., (2019). In Bengkulu, this research was finalized. For the research methodology stage, the researcher used questionnaire adapted from Joy Reid. The subject of this research are the fifth semester students of English Education Study Program of University of Bengkulu in academic year 2018/2019. The researcher got 79 students to be analyzed. The researcher got three types of learning styles from the students, included visual, auditory, and kinesthetic learning style. From the research of this study, the most dominant learning style is auditory style.

Further, the previous research from Gilakjani (2012) the researcher suggests that acknowledges that there are three prominent types of learning styles. Such as visual style, auditory style, and kinesthetic style. In that research, the researcher finds more than 100 students majoring in English at Language Translation

Department. To determine the learning styles of Iranian EFL students, the researcher used a questionnaire. Three learning styles found from students as a result of that research, such as auditory style, visual style, and kinesthetic style. Additionally, most of them prefer to do visual learning styles.

Based on the above description, the author becomes interested in discussing the subject since, before learning the language and assisting in communication, listening skills must be learned first. It is also supported by (Rost, 2009 cited in Gilakjani & Sabouri, 2016), listening can support us to build successful communication is the most influential thing to be able to conceive the world circa us.

## **1.2 The Research Problem**

In line with the background to which have been presented before, the research questions are stated as:

1. What are the students' learning styles of listening at English Language Education Department in University of Muhammadiyah Malang?

## **1.3 Research Objectives**

Based on the research question above, the author also wants to investigate the students' learning styles used in the listening skills at the University of Muhammadiyah Malang (UMM) in the English Language Education Department.

#### **1.4 The significance of the research**

This research has theoretical and practical significances. The significant can be described as follow:

Theoretically, these findings of this study provide information on different learning styles. Also, the results of this study can serve as a reference for the next researchers and provide other researchers with understanding from other perspectives.

Practically, Researchers expect students to learn their styles of learning and improve their styles of learning. Besides, teachers can also understand and match styles of teaching with styles of student learning. As a result, students can operate to comply with their learning styles and the teacher continues to provide input on learning styles so that students continue to develop, especially the case in listening skills.

#### **1.5 The Scope and Limitation**

This study only examines learning styles for students, especially listening skills from the department of English language education at the University of Muhammadiyah Malang, concentrating on the second semester.

#### **1.6 The Definition of Key Terms**

The definition of key terms can be suggested as follow:

*Listening*, in this research, is defined following the quote from Helgesen, 2003. He says, "Listening is an active, purposeful process of making sense of what

we hear”. It means the meaning of what we hear should be understood. Thus, listening is an active skill, because not only hearing but listening understands what the speaker says.

*Learning Styles*, in this research, is defined as the way he/she chooses what he/she likes to study and thinks of solving problems in education. It is supported by (Legendre, 1998 cited in Kazu, 2009), who says that learning styles is process the person learns, solves a problem, thinks, and the design he/she likes to respond in an educational situation.

